of a mile and a half of each other and the people living at a distance of about 20 miles from the institutions could not possibly go there for medical aid. There was thus no adequate medical relief in the taluk. The Member requested that a grant-in-aid Vaidyasala might be sanctioned in Manakad. If that was not practicable, the present Vaidyasala might be shifted to Manakad.

Dewan's reply.—Noted.

VI.—EDUCATION.

106. Educational improvements in the State.

Mr. Kanakku Mallan Kesavan (Member, Neyyatinkara taluk) thanked the Government for the several educational reforms and in particular for the appointment of a Committee to report on the question of Vernacular education in the State.

Referring to the question of admission of students in the College classes, he said that he was aware of the recent order of the Government on the subject. It did not improve matters in any way. Only very few students were being admitted, and a large majority had to go outside and secure admission into the Colleges at Trichinopoly, Tinnevelly and other places. If the plea was that a greater standard of qualification was insisted on for admission in the Trivandrum College, he regretted to say that the examination results showed no improvement on that account. To obviate the inconvenience and to ensure something like a principle or rule, he suggested that an entry should be made in the School Leaving Certificates to the effect that the holders were fit for admission into the College, and that admissions into the College should be made according to the order of receipt of applications.

He next suggested the desirability of having a Technical Institute in Trivandrum. In his view, the practicable course would be to expand the School of Arts at Trivandrum and develop it into a Technical Institute. One of the Engineers at the Capital might be entrusted with its management, and one or two Assistant Engineers could be made *ex-officio* lecturers, with some allowance. In addition to engineering, such useful subjects as carpentry, blacksmith's work, carving, drawing, painting, and pottery should be taught in the Institute.

Lastly, the Member explained the need for reviving the Magistrates' Test Examination, abolished in 1083. Ever since, there had been a paucity of Criminal Vakils. There was also no scope for qualifying the Police officers and the subordinates of the Excise and Forest departments in Criminal Law. The Special Test Examinations of Madras in Criminal Law were also not being held here. He therefore requested that a Criminal Test, similar to the Madras Examination, should be instituted here and conducted under the management of the High Court as before.

Dewan's reply.—Noted.

107. Education in Travancore—some defects and their remedies.

Mr. T. K. Velu Pillai, B. A., B. L. (Member, Trivandrum taluk) said that Travancore had been famous for its educational activities. From the time of Sir T. Madhava Rao, the State had been making rapid strides in education. But ever since the advent of the present Dewan, the cause of education had found even greater favour. The decided step was taken in making primary education free throughout the State, and that was a piece of statesmanship which would ever be remembered by the people with gratitude and admiration.

Proceeding to the subject, he said that his first point was in regard to the admission of students in the College classes. Admission was being refused in a large majority of cases, and the notice of such refusal was given to the students just at the last moment. The students experienced considerable difficulty in getting admission in the other Colleges of the Presidency. It was regrettable that, while the College primarily existed

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for the subjects of the State, preference was often given to outsiders in the matter of admission. If the other Colleges could readily admit the students, it was difficult to understand why the Trivandrum College should alone shut them out. The discretion to allow or refuse admission was vested in the College authorities, and the reason alleged by them was that they were insisting on a greater standard of qualification for admission. The advantages of such a system should naturally appear in the results. But the results were not any the better. Further, many boys who were refused admission here and who prosecuted their studies in other Colleges, also passed. All that would unmistakably show that there was something wrong in the present system of giving admission. The plea of insistence of a higher standard of qualification was only an ostensible argument and was indefensible. He requested that the matter should be carefully enquired into and definite rules passed with a view to check the vagaries in the matter of giving admission.

(2) The College at Trivandrum was now affiliated with the University for Branch II in the Intermediate classes. He therefore suggested the desirability of starting classes for that branch, *viz.*, Botany and Zoology. The Professor to be appointed might, with advantage, be given charge of the Museum and Public Gardens.

(3) The third proposal made by the Member was to start the Honors' Course in Sanskrit and Malayalam in the College. There were no First Grade Colleges in Cochin or Malabar and the Honors' Course would not be opened there. The country was mostly a Malayalam-speaking country. A Professor was also available. The present was therefore a fitting opportunity to open the Honors' Classes in the two subjects.

Dewan.—I agree. The matter is under consideration.

(4) The Member next explained the circumstances which led to the abolition of the Philosophy chair in the College, and he pleaded for its revival. In his view, there was no rivalry between philosophy and science. On the contrary, without the unifying influence of philosophy, science would be a mere scrap of information. The want of a sufficient number of students was alleged as the reason for abolishing the Philosophy chair, but the Physics classes started in its place did not fare any the better now. The Philosophy classes were bound to be popular and the cost would not be much. He requested that the matter might be reconsidered and the Philosophy chair re-established in the College.

(5) The Caste Hindu Hostel attached to the College was now confined to the caste Hindus, such as the Brahmins, Nairs, Variars and Ambalavasies. The institution should be thrown open to all classes.

(6) There was at present no spacious hall in the College to hold public meetings. It was necessary to construct one such hall. In the alternative, the Jubilee Hall might be attached to the College.

(7) The next suggestion was that primary education, which was now free, should be made compulsory, and that the Bill, now before the Legislative Council, should be passed into law. The Dewan's observations in the opening Address, namely, that people were now willingly sending their children to school and that the problem in Travancore was not to compel an unwilling people to send their children to school, gave room for the fear that the Bill might probably be shelved. Even now, the Namburies, coast Christians and several of the backward classes were not sending their children to school Further, even in progressive countries like England and Germany, compulsory action had been found necessary. It should be more so in Travancore, where better conditions did not exist for the spread of education. The question of funds could not be a serious one. The law need only be an enabling one and the compulsory section might be introduced in select places and gradually extended to others. Teachers would also become available in course of time. Until then, the minimum qualifications for teachers should not be very rigorously enforced. The recommendations of the Vernacular Education Committee would, if sanctioned, turn out a large number of men fit to be used as teachers.

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(8) The Member then referred to the suggestion in the Dewan's Address that there was the possibility of an education cess being levied and primary education left in the hands of local bodies. He ventured to submit that an education cess would be a highly impolitic measure and might place the State in the throes of a revolution. Such an idea was quite foreign to the people. It might even retard the progress of education. The Education Boards had not been working properly; nor were similar institutions such as the Town Improvement Committees doing any substantial or useful work. The Education Boards might be established and made to fall into line, so that, ten years hence, they might be of help in relieving the Government in some matters educational. But, for a great many years, they should not interfere and spoil matters. There should be the Departmental schools; and the Aided schools, which were doing invaluable work, would co-operate with the Government schools in furthering the cause of education. He therefore requested that the question of levying an education cess should not be thought of in the present conditions of the State.

(9) A greater impetus to technical education should be given by starting a number of industrial schools.

(10) The Sanskrit Patasala should be raised to a college. A capable officer from the service might be made *ex-officio* Principal for some time.

(11) Lastly, the Member spoke about the need for giving Tamil education on a larger scale than at present. It was regrettable that the Vernacular Education Committee had no proposals for promoting the cause of Tamil education. Even in the Tamil taluks of the Southern Division, there was a greater number of Malayalam schools than Tamil schools. The Malayalam schools had no place in those taluks, and they should be replaced by Tamil schools.

Dewan's reply.—Noted.

108. The exclusion of married boys from the Sirkar Secondary Schools.

Mr. S. Venkatachalam Iyer (Member, T. I. C., Kuzhithura) said that the subject was one that was advocated with much force by Mr. K. G. Sesha Iyer last year, and his object was to keep it alive before the Government till it was accepted by them. Though the proposal had been before the public for one year, no dissentient note had been raised from any quarter, except in one newspaper. He quoted the opinions of several eminent men and argued that Judges, Doctors, Sanyasis and others were all agreed in the opinion that celibacy was an indispensable element in a student during his period of education.

The possible difficulties that might be raised against his proposal were (1) the fear of the Educational authorities to interfere with social custom; (2) the *vara sulka*; (3) the disposal of the existing grown-up unmarried girls; and (4) the volume of opposition from the orthodox portion of the community affected. In regard to the first objection, he said that the custom of early marriage was neither ancient nor consistent with the texts of Hindu Law nor invariable. It was one of recent origin and was invalid. It was pernicious in its effects and caused national decay and poverty and had therefore to be rooted out at the earliest opportunity. As for *vara-sulka*, he thought it would not be aggravated, as the scope for choice of bridegrooms outside the secondary schools was wide enough. If at all, the measure advocated would only tend to accelerate the end of *vara sulka*. In the case of the existing grown-up girls also, a wide field was open to select their husbands from, *viz.*, the college class students, students out of school and widowers, not to speak of the large number available in the adjoining Presidency where a like measure had not yet been thought of. As regards the volume of opposition from the orthodox Brahmin community, he contended that it was soundness in preference to volume that should form the test of the acceptability of any objection. The sound views of the thinking and educated minority should prevail with the Government in preference to the blind views of a stubborn majority. Even such opposition would gradually disappear, as had been proved in similar instances of

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